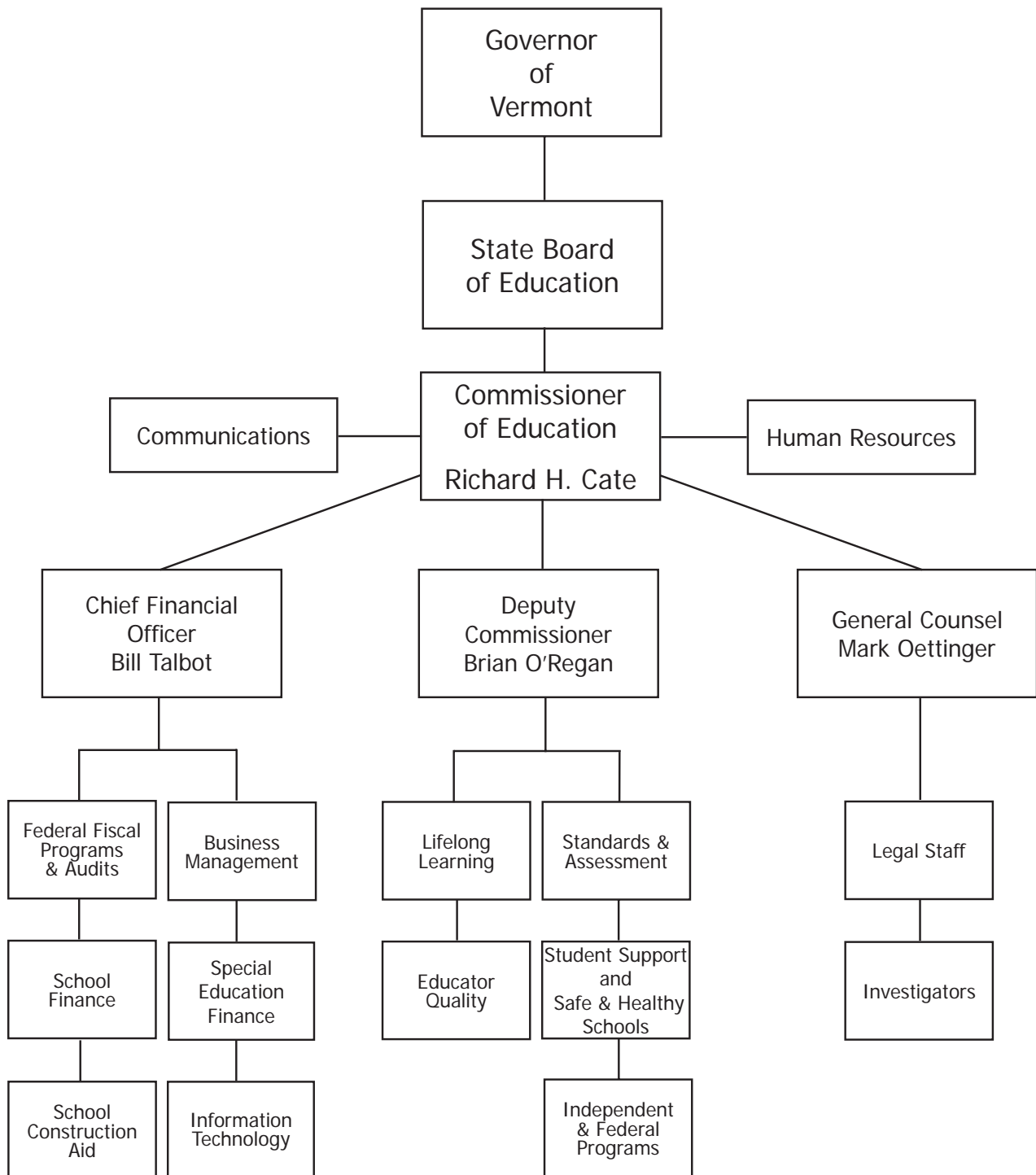


# Organizational Chart

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# **State Board & Department of Education Strategic Plan**

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## **Mission**

The State Board of Education and the Department of Education provide leadership and support to help all Vermont students achieve excellence.

## **Vision**

The State Board of Education and the Department of Education shall sustain a vision of high skills, creative thinking and love of knowledge and learning for every student while ensuring student achievement in a safe and healthy learning environment.

## **Strategic Plan**

Section 180 of Title 16 requires the State Board of Education to “adopt through a public process a statewide strategic education plan to describe how the agency will help school boards to improve student performance.”

The goals and objectives outlined in the Strategic Plan to guide the work of the Board and department follow:

### **Goal I. Support high-quality, innovative instruction to improve student achievement**

**Objective A.** All students achieving their full potential

**Objective B.** A statewide accountability system identifying student needs related to achievement

**Objective C.** A clear statewide definition of high-quality instruction

**Objective D.** All schools meeting or exceeding the School Quality Standards

**Objective E.** A sufficient number of well-prepared instructional and support staff for all schools

### **Goal II. Provide and promote high-quality educational leadership**

**Objective A.** State Board of Education members who are well prepared and effective

**Objective B.** A Department of Education that provides effective leadership

**Objective C.** Well-prepared and effective administrators and school board members serving all schools

### **Goal III. Promote safe and positive learning environments**

**Objective A.** All schools supporting the needs of a diverse student and staff population

**Objective B.** All schools working with other organizations and parents to improve and maintain student well-being

**Objective C.** School facilities that provide a safe and productive learning environment

**Objective D.** All schools with an effective comprehensive plan that addresses student behavior

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### **2008 State Board Focus Topics**

The Strategic Plan includes making forward progress on the Board's Desired State as adopted on October 3, 2007. Topical areas include:

- 21st Century Skills and a definition of readiness for future education and work
- School Quality Standards and graduation requirements
- Parent engagement and involvement
- Teaching best practices, teacher preparation and teacher learning communities
- Leadership
- Individual student learning plans and student advising
- Full integration of technology into the learning process
- Alternative learning environments

#### *Strategic Plan, continued*

#### **Goal IV. Build department capacity to best support external needs**

**Objective A.** A positive and effective working environment for all department employees

**Objective B.** A State Board of Education annual budget that adequately supports the Strategic Plan

**Objective C.** A Department of Education staff that has the knowledge and skills to carry out its responsibilities

**Objective D.** A Department of Education communications strategy that supports the vision of the Board and department

**Objective E.** Vermont statutes and State Board regulations that enable improvements in our education system

**Objective F.** A State Board of Education with clearly communicated roles and responsibilities

#### **Goal V. Practice and promote effective use of all resources**

**Objective A.** A Department of Education with effective and efficient operations

**Objective B.** Department of Education resources that are aligned with the mission and goals

**Objective C.** Technology that improves the efficiency and effectiveness of the department

**Objective D.** Cost-effective, high-quality delivery models for all students

## Sample of Accomplishments for 2007

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What follows are some of the accomplishments of the State Board of Education during 2007.

**Supported the work of the Vermont Educational Leadership Collaborative,** facilitating development of a coordinated, systematic approach for advancing the quality, consistency and sustainability of leadership development efforts to meet leadership needs across the state.

**Governance** In response to the commissioner's white paper, *The Governance of Education in Vermont – 1777-2006*, the Department and Board held a statewide Education Governance Public Engagement Process to examine the public's reception to a change in school governance through a statewide survey, 30 public meetings, and an online public comment process in order to inform the commissioner's recommendations to the Board, Legislature and Governor.

Approved the **River Valley Technical Center Governance Proposal** for an alternate governance structure, authorizing the planning committee to seek approval from the voters in the region on the creation of a new technical center school district.

**Poverty-Gender Gap Analysis:** Reviewed information and analyses from the Regional Educational Laboratory for the Northeast and Island on the gender and poverty gap in Vermont's reading, writing and math assessment scores, and how these scores compare to the U.S. as a whole.

Approved **Alternate Routes to Licensure Process:** Based on recommendations of the Vermont Standards Board for Professional Educators, the State Board approved three options for alternates routes to licensure: a teaching internship program; complete coursework requirements (including early fieldwork) at any qualifying institution of higher education in preparation for the internship year; or enter a teacher preparation program created and run by a school district.

### **Educator Standards and Discipline**

**Statutory Changes:** Approved changes to Rules 5600-5800 associated with statutory changes relative to the system of educator standards rulemaking and educator discipline, Act 214 of 2006, which took effect July 1, 2007.

### **Educator Testing Report (Praxis I and II):**

Reviewed and approved the required three-year report for established passing scores for educator license tests.

**Early Education:** Drafted Pre-K rules in accordance with Act 62.

**Hosted its Second Student Recognition Ceremony,** recognizing 87 students for academic and leadership excellence.

**Hosted an Educator Recognition Event,** recognizing Vermont Teachers of the Year, National Board Certified Teachers, Milken Award winners, and Presidential Awardees in Mathematics and Science.

### **2008 Meeting Dates**

January 15, 2008	August 19, 2008
February 19, 2008	September 16, 2008
March 18 2008	October 21, 2008
April 8, 2008	November 18, 2008
May 20, 2008	December 16, 2008
June 17, 2008	

For more information on the Vermont State Board of Education, visit:  
<http://education.vermont.gov/new/html/mainboard.html>.

## Sample of Accomplishments for 2007

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The Department of Education acts as a regulatory and technical assistance body to Vermont education communities and their students. What follows is a snapshot of some of the accomplishments of the Department in 2007.

### **The Standards & Assessment Division:**

- Revised the Commissioner's Required Actions for newly identified schools to focus on more frequent monitoring of student progress, the provision of a continuum of academic supports, and principal participation in learning communities.
- Developed a Self-Assessment and Planning Guide for High-Quality Local Assessment Systems that builds on the earlier Core Principles document and is designed to help schools in determining their next steps in moving forward with a local assessment system.
- Developed and piloted a new state assessment in Science at grades four, eight and eleven and provided training in formative assessment through ETS' Keeping Learning on Track program to approximately 30 new teacher leaders and a number of new school teams.

### **The Student Support Division:**

- Implemented successful pilots designed to improve student achievement in seven Vermont schools.
- Redesigned the special education monitoring system so that there is a focus on student performance as well as on compliance with special education requirements.
- Developed two initiatives designed to improve schoolwide supports for students.

### **The Educator Quality Division:**

- Worked on the Educator Standards and Discipline Proposal to the Legislature, which brought about statutory changes designed to improve efficiency in the system of educator standards rulemaking and educator discipline.
- Worked with the new Standards Board and Discipline Panels.

### **The Independent & Federal Programs Division:**

- Developed and piloted a streamlined federal grants monitoring process for Local Education Agencies for Title IIA, IID, IV, and V funding.
- Successfully implemented new home school legislation that reduced input requirements and emphasized assessment results.
- Implemented an electronic grants system for the Consolidated Federal Programs Funds, which reduced process time for schools as well as the Department of Education.

### **School Finance Team:**

- Revised the equalized pupil system to provide data to school districts earlier.
- Completed the final phase of Act 130 of 2004, the union school district funding law.

# Assessment & Accountability Results for 2007

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## **National Assessment of Educational Progress (NAEP)**

Vermont students performed better than the national average on all measures of achievement in grades four and eight in reading and math on the NAEP, according to results released by the U.S. Department of Education (USED) in September.

Administered through the USED, assessment is based on samples of students drawn from each state. National and state-to-state comparisons are based on data from public schools only. Results for individual schools or students are not reported. For full results, visit <http://www.nces.ed.gov/nationsreportcard>.

### ***Highlights for Vermont results include:***

- Vermont students posted gains in three subject area/grade level combinations. Fourth-grade math, and eighth-grade reading and math saw growth in average scale scores, as well as the percent of students at the basic level and above and the proficient level and above (indicating growth across the achievement distribution). The only grade level and subject area that experienced no growth from 2005 to 2007 was fourth-grade reading.
- Vermont had the highest average scale score in eighth-grade reading in the country, along with Montana, New Jersey and Massachusetts. Vermont was one of only six states to show gains in eighth-grade reading.
- Both students eligible for free/reduced priced lunch and their peers saw growth from 2005 to 2007 in fourth-grade math, and eighth-grade math and reading (neither group saw growth in fourth-grade reading).

Poverty-based achievement gaps are still a concern. The gap between students eligible for the free/reduced priced lunch program and their peers is formidable (averaging 19 points). While it is positive news that these students saw improvements in most subject areas and grade levels from 2005 to 2007, non-eligible students did as well. Thus, the gap between students eligible for the free/reduced priced

lunch program and their peers did not narrow significantly from 2005 to 2007.

## ***Mathematics***

- Forty-nine percent of Vermont grade-four students achieved the rating of “at or above Proficient” compared to 39 percent of fourth-graders nationally.
- Forty-one percent of Vermont grade-eight students achieved the rating of “at or above Proficient” compared to 31 percent nationally.

## ***Reading***

- Forty-one percent of Vermont grade-four students achieved the rating of “at or above Proficient” compared to 32 percent of fourth-graders nationally.
- Forty-two percent of Vermont grade-eight students achieved the rating of “at or above Proficient” compared to 29 percent nationally.

## **New England Common Assessment Program (NECAP)**

Statewide assessment results for Fall 2006 were released in February 2007. Results are from the NECAP exams, given to Vermont public school students in grades three through eight. Students were tested in reading and math in all six grades, and in writing at grades five and eight only. Sixty-eight percent of Vermont students tested were proficient or higher in reading. In math, 64 percent of Vermont students were proficient or higher. In writing, 48 percent of students tested were proficient or higher.

As seen in previous years statewide and nationally, an achievement gap persists between boys and girls, and between students from low-income families and their peers. In reading, girls outperform boys 73 percent to 64 percent. In writing, that gap widens to 60 percent versus 38 percent. In math, the gap essentially disappears, with 64 percent of male students and 63 percent of female students demonstrating proficiency.

Students eligible for free and/or reduced lunch are not achieving at the same level as their peers. In reading, only 51 percent of those students were proficient or higher, compared to



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## Assessment & Accountability Results for 2007

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77 percent of their peers. In math, 46 percent of those students were proficient or higher, compared to 73 percent of their peers. In writing, 32 percent of those students were proficient or higher, compared to 57 percent of their peers.

NECAP exams were created in collaboration with Rhode Island and New Hampshire and are designed to specifically assess how well Vermont students have learned the skills and content contained in *Vermont's Framework of Standards and Learning Opportunities*. This is the second year of results on NECAP exams. Grade 11 students took the pilot high school assessment in Fall 2006. Grade 11 students took the full high school assessment in Fall 2007. As required by NCLBA, a science assessment is planned for May 2008 in grades four, eight and 11.

For school reports, visit [http://www.education.vermont.gov/new/html/pgm\\_assessment/data.html#NECAP](http://www.education.vermont.gov/new/html/pgm_assessment/data.html#NECAP).

### **Advanced Placement (AP)**

The number of high school students taking AP exams has increased 48 percent since 2001. There were 3,629 exams taken in 2005-06, compared to 2,530 five years ago. The number of students scoring 3 or higher out of a possible 5 has also increased from 1,656 in 2001-02 to 2,335 in 2005-06. The most popular AP exams taken by Vermont students are English Literature and Composition (641 exams), Calculus (550), U.S. History (467) and Biology (415). The number of low-income students taking exams, identified by exam fee waivers, has increased from 78 in 2001 to 183 in 2006.

### **No Child Left Behind Act (NCLBA) Accountability Determinations of Adequate Yearly Progress**

The Department of Education released 2007 school accountability determinations as required by NCLBA in April 2007. Results are based on NECAP assessments given to Vermont public school students in grades three through eight and the graduation rate for high school students.

Results show:

- Thirty-seven schools (12 percent) did not make Adequate Yearly Progress (AYP) this year.

- Eight of those schools did not make AYP for the first time.
- Twenty-eight schools are in School Improvement.
- Thirteen schools are in Corrective Action.

Schools not making AYP for two consecutive years enter the school improvement process, which requires them to take specific actions targeted at improving student achievement in content areas designated as not making AYP.

Identified schools making AYP two years in a row exit the school improvement process. Schools not making AYP for four consecutive years enter corrective action status, and the commissioner of education recommends school-specific actions to the State Board of Education.

Schools must demonstrate progress for all students, as well as for students in several sub-groups: race, socio-economic status, English language learners and students with disabilities. Schools must have at least 40 students in a given sub-group for a decision to be made for that group.

Forty-three Vermont schools that did not make AYP last year for specific sub-groups made it for those groups this year. This demonstrates improvement for those students in the sub-groups of disability and poverty status. For example, 31 schools that did not make AYP in Reading for their students in poverty made it for that group this year.

Determinations for schools serving only grades 9-12 were made last fall based on the Spring 2006 New Standards Reference Exams (NSRE) results. The current AYP decisions for schools serving grades 9-12 were made using the graduation rate, since Vermont transitioned this year from the NSRE to the NECAP. The high school NECAP exam was first given in fall 2007.

More information on school and district performance can be found on the department's Web site at [http://www.state.vt.us/educ/new/html/pgm\\_accountability.html#AYP](http://www.state.vt.us/educ/new/html/pgm_accountability.html#AYP).

## Supporting Schools & Educators

	FY 07	FY 08
	School Year 2006-2007	School Year 2007-2008
<b>Public Schools and Private Academies</b>		
Elementary (K-6) .....	160	160
Secondary (7-12) .....	52	51
Combined (Elementary & Secondary) .....	97	97
Private Academies .....	4	4
<b>Total Public Schools.....</b>	<b>313</b>	<b>312</b>
Technical Centers .....	15	15
<b>Total Public Schools &amp; Technical Centers .....</b>	<b>328</b>	<b>327</b>
<b>Independent Schools &amp; Programs</b>		
Approved Independent Schools .....	94	91
Approved Kindergartens .....	4	4
Recognized Independent Schools .....	43	44
State-operated Facilities .....	1	1
Approved Tutorials.....	5	4
Approved Pregnant and Parenting .....	1	1
<b>Total Independent Schools &amp; Approved Programs.....</b>	<b>148</b>	<b>145</b>
<b>Public Education Governing &amp; Administrative Entities</b>		
Town, City & Incorporated School Districts (including 12 supervisory districts) .....	239	239
Union School Districts (includes 4 unified union districts) .....	40	39
Interstate School Districts .....	1	2
<b>Total School Districts .....</b>	<b>280</b>	<b>280</b>
Technical Center School Districts .....	2	3
Supervisory Unions .....	46	46
Joint Contract Schools.....	5	5
Gores & Unorganized Towns .....	9	9
<b>Total Public Education Governing &amp; Administrative Entities.....</b>	<b>342</b>	<b>343</b>
<b>Public School Administrators .....</b>	<b>540</b>	<b>548</b>
Superintendents .....	60	59
Principals .....	305	310
Vocational/Tech. Center Directors .....	22	28
Business Managers .....	61	64
Special Education Directors .....	85	87
<b>Teachers (FTE).....</b>	<b>8,463</b>	<b>8,447</b>
<b>School Boards .....</b>	<b>280</b>	<b>286</b>
<b>Local School Board Members .....</b>	<b>1,460</b>	<b>1,444</b>



# Supporting Learners

	FY 07	FY 08
	School Year 2006-2007	School Year 2007-2008
<b>Publicly Funded Students</b> (Enrolled on October 1)		
Vermont Public Schools.....	90,850	90,850
Vermont Approved Independent Schools .....	1,023	1,023
Vermont Private Academies .....	2,217	2,217
Out of State Schools.....	971	971
Vermont State Agency and Other .....	278	278
<b>Total Publicly Funded Students .....</b>	<b>95,339</b>	<b>95,339</b>
 <b>Public School Enrollment</b>		
K-12 .....	88,554	86,768
Early Education (Pre-K) .....	3,466	3,560
Essential Early Education* .....	844	996
<b>Total Public School Enrollment.....</b>	<b>92,864</b>	<b>91,324</b>
<i>*Children ages 3 to 5, excluding those enrolled in kindergarten programs</i>		
Academies Serving as Public Schools .....	2,715	2,698
Approved Independent (K-12) .....	7,558	7,289
Recognized Independent (K-12).....	1,418	1,418
Home Study (K-12).....	2,003	2,022
Approved Kindergarten.....	80	130
<b>Total Pre-K-12 .....</b>	<b>106,638</b>	<b>104,881</b>
 <b>Technical &amp; Adult Education (categories not mutually exclusive)</b>		
Technical.....	5,255	5,554
Adults - Daytime Courses .....	57	117
Adults - Evening Courses .....	4,413	4,846
Adult Education & Literacy .....	6,742	7,375
GED Certificates Granted.....	800	801
Education & Training - Criminal Offenders .....	218	232
Adult Diploma Program .....	327	512
 <b>Student Support Programs (categories not mutually exclusive)</b>		
Special Education (ages 3-21) .....	14,498	14,011
Act 230 Instructional Support .....	10,311	9,469
Title I .....	29,105	32,157
Title I (Preschool).....	1,569	1,478
Migrant Education.....	569	502
Limited English Proficiency (LEP) .....	1,601	1,689
Neglected and/or Delinquent .....	1,005	973
Homeless.....	775	838
Even Start - Children .....	307	272
Even Start - Adult.....	218	179